

Texas Education Agency Standard Application System (SAS)

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5		
Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 2px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEXAS EDUCATION AGENCY SEP 29 PM 1:41 DOCUMENT CONTROL CENTER </div>
Grant Period	February 1, 2017, to July 31, 2020, pending future federal allocations	
Application deadline:	5:00 p.m. Central Time, September 15, 2016	
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Waco ISD	161914	Brook Ave. Elementary (104)	
Vendor ID #	ESC Region #	DUNS #	
74-6002532	12	075123661	
Mailing address	City	State	ZIP Code
501 Franklin Ave	Waco	TX	76703-0027

Primary Contact

First name	M.I.	Last name	Title
Dr. Robin		McDurham	Asst. Superintendent, Secondary Education
Telephone #	Email address		FAX #
254-755-9601	robin.mcdurham@wacoisd.org		254-750-3457

Secondary Contact

First name	M.I.	Last name	Title
Sharla	J	Garcia	Coordinator of Grants Management Department
Telephone #	Email address		FAX #
254-710-9230	sharla.garcia@wacosid.org		254-750-3457

Part 2: Certification and Incorporation

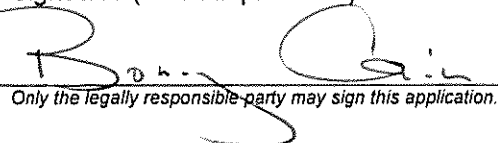
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Dr. Bonny		Cain	Superintendent
Telephone #	Email address		FAX #
254-755-9421	bonny.cain@wacoisd.org		254-755-9690

Signature (blue ink preferred)

Date signed


Only the legally responsible party may sign this application.

20 September 2016

701-16-105-046

Schedule #1—General Information

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: <ol style="list-style-type: none"> 1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions. 3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the Transformation Model , the campus will meet all of the following federal requirements: <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of

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	<p>the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and create community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <p>i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</p> <p>ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</p> <p>iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the Texas State-Design Model, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an Early College High School (ECHS). By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:</p> <ul style="list-style-type: none"> • Improves student academic achievement or attainment • Is implemented for all students in the school • Addresses in a comprehensive and coordinated manner: <ul style="list-style-type: none"> ○ improvement in school leadership ○ improvement in teaching and learning in academic content areas ○ professional learning for educators ○ student non-academic supports <p>In doing so, the LEA/campus will implement the following:</p>

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1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.
2. Provide a rigorous course of study that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. In doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
 - ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.
9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:

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- (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
- (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

Adapted from Texas Early College High School Blueprint, Benchmark 5.

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
- (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
- (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
- (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- [Texas Education Code §29.908](#)
- [Texas Administrative Code §4.161](#)
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:
1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
 2. Offer full-day kindergarten.
 3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation

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under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

- (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
 - (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
 - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
 - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
 - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
 - (J) Program evaluation to ensure continuous improvement;
 - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
 - (L) Evidence-based health and safety standards.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
 5. Replace the principal who led the school prior to the commencement of the early learning model.
 6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
 7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
 8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
 9. Use data to identify and implement an instructional program that is:
 - (A) Research-based;
 - (B) Developmentally appropriate;
 - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
 10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
 11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
 - (A) Aligned with the school's comprehensive instructional program
 - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
 12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
 13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
 14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

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10.	<p>The LEA/campus provides assurance that if it selects to implement the Turnaround Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; 5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; 6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards; 7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; 8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: <ol style="list-style-type: none"> (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. 9. Provide appropriate social-emotional and community-oriented services and supports for students. <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p>
11.	<p>The LEA/campus provides assurance that if it selects to implement the Whole-School Reform Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Implement an evidence-based whole-school reform in partnership with a model developer. <ol style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: <ol style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.

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	<p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner:</p> <ul style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
12.	<p>The LEA/campus provides assurance that if it selects to implement the Restart Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by: <ul style="list-style-type: none"> (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the Closure Model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a rural LEA applicant may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan.</p> <p>Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p>
15.	<p>The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.</p>
16.	<p>The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.</p>
17.	<p>The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.</p>

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18.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Brook Avenue Elementary School (BAE) emphatically asserts that when students are provided with a safe learning environment and the appropriate resources to address individual needs, they will thrive; unfortunately, BAE has yet to acquire the level of resources needed to fully address students' needs and implement all aspects of the critical success factors which are a foundational component of exiting Priority status.

The existing chasm between the vast needs and the lack of resources to meet those needs would be sufficiently addressed through the TTIPS Grant. With the intent of equipping underperforming schools with an abundance of resources, BAE believes the TTIPS Grant is a mechanism to break out of priority status.

Brook Avenue is well positioned to leverage the TTIPS Grant as a springboard to **accelerated achievement, system transformation, and sustained reform** through the following qualities:

- **District-level commitment** – Waco ISD is committed to supporting BAE and ensuring the campus' success through operational flexibility. The district allocated additional staff to the campus and in turn, BAE reduced classroom size. The district continues to demonstrate flexibility through prioritizing the needs at BAE.
- **Visionary leadership** – New leadership at BAE has brought a refreshing energy, a **focused vision**, and most importantly, a determined will to thrust students forward. The Principal is passionate about providing students with the academic resources essential to their success.
- **Dedicated staff** – As a TTIPS-eligible campus, it is no secret that BAE is struggling. In fact, BAE has been struggling for years. The staff who elected to remain at BAE **feel a sense of urgent need for change** and understand the overwhelming task that lies before them. These staff are at BAE because they want to be and because they believe in the children.

With additional support and resources from the district and with new visionary leadership, BAE is ready to embrace positive transformation; **system transformation** that will examine all aspects of campus life: instruction, accommodations, parental involvement, etc. This thoughtful, yet intentional, transformation is key to making the necessary changes for **accelerated achievement** to occur.

When the Principal accepted the position at BAE, there was no lack of clarity around the expectations for the campus. Entering the fifth year of Improvement Required, **high expectations for results** are mandatory in order for there to be progress. **Communication** with campus staff, district-level staff, parents, students, and community stakeholders around the campus goals is frequent and ongoing. Transformational meetings, staff meetings, parent and student events, emails, home visits, and newsletters are all opportunities to keep the **communication structure** accessible to all.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Brook Avenue's **capacity** is broad and its **resources** are diverse:

- **Internal capacity and resources** is demonstrated district-wide. Professional Development staff provide campuses with various training;
- **External resources** for BAE include community partners such as *Alliance Bank* (provided new bikes in a Perfect Attendance raffle) and *Columbus Ave. Baptist Church* (operates a summer reading program for students). The *Klaras Center for Children & Families* provides on-campus therapy services; Baylor University conducts a *Math for Early Learners* initiative; and *Packs of Hope* provides supplemental nutritious food for children to take home over the weekend.

Throughout the intervention selection process, the grant writing team read numerous publications and research articles pertaining to previous School Improvement Grants (SIG) awardees. One particular publication (*Incorporating Early Learning Strategies in the School Improvement Grants Program*; Center on Enhancing Early Learning Outcomes; 2015), outlined three schools that demonstrated significant progress during their SIG cycle.

More importantly, the publication identified what 'key components' were common among the three schools. As the grant writing team discussed these findings, it was determined that there was wisdom in learning from prior grantees. Consequently, the grant team examined each component alongside BAE's campus goals and selected components that were the most beneficial for BAE.

The Brook Avenue program design is a holistic approach to meeting students' needs. With students' as the focal point, the program is designed to utilize funds to fill in the gaps where resources are missing. For example, parental involvement at Brook Ave. has declined in recent years. It is widely accepted that parental/family involvement in a child's education has a positive effect; therefore, parental involvement is identified as a gap. It is also a 'key component' listed in the aforementioned article. As a part of the BAE program design, a full-time Family Engagement Specialist is budgeted to address this gap.

Some other gaps identified include the under-identification of gifted students (budgeted Advanced Academics Interventionist); teachers' lack of experience with the RTI identification process, accommodations, and paperwork (budgeted a RTI Coordinator); and lack of quality Afterschool option (included a high-quality Afterschool Program).

Additional aspects of the planned program offer educational field trip experiences, an outdoor classroom, and an opportunity to engage in 1:1 technology instruction. Each component of the proposed plan was carefully and thoughtfully designed, ensuring compliance with all statutory and program-specific requirements.

Brook Avenue Elementary and Waco ISD remain committed to quality programming and services for students. If funded, sustainability planning will be a priority from the beginning, with the ultimate goal of providing students with the resources they need to be successful.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 161914		Amendment # (for amendments only):	
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)			
Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations		Fund code: 276	

Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	\$200,277		\$818,277		\$828,616		\$868,350		\$2,715,520
Schedule #8	Professional and Contracted Services (6200)	6200	\$28,348		\$215,678		\$165,760		\$165,935		\$575,721
Schedule #9	Supplies and Materials (6300)	6300	\$50,883		\$454,249		\$90,000		\$109,550		\$704,682
Schedule #10	Other Operating Costs (6400)	6400			\$97,056		\$100,030		\$103,906		\$300,992
Schedule #11	Capital Outlay (6600)	6600			\$9,600		\$3,500		\$3,500		\$16,600
Consolidate Administrative Funds <input type="checkbox"/> Yes <input type="checkbox"/> No											
Total direct costs:			\$279,508		\$1,594,860		\$1,187,906		\$1,247,741		\$4,310,015
Percentage% indirect costs (see note):			N/A	\$14,674	N/A	\$84,297	N/A	\$62,365	N/A	\$65,506	\$226,842
Grand total of budgeted costs (add all entries in each column):			\$279,508	\$14,674	\$1,594,860	\$84,297	\$1,187,906	\$62,365	\$1,247,741	\$65,506	\$4,536,857

Administrative Cost Calculation

Enter the total grant amount requested:	\$4,536,857
Percentage limit on administrative costs established for the program (5%):	x .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$226,842

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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Schedule #7—Payroll Costs (6100)								
County-district number or vendor ID: 161914			Amendment # (for amendments only):					
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional								
1	Teacher							
2	Educational aide							
3	Tutor							
Program Management and Administration								
4	Grant Project Coordinator	1		\$25,833	\$64,505	\$65,795	\$67,111	\$223,244
5	Grant Budget Specialist	1		\$14,479	\$35,445	\$36,154	\$36,877	\$122,955
Auxiliary								
6								
7								
Other Employee Positions								
8	Instructional Data/Evaluation Specialist	1		\$26,672	\$66,599	\$67,931	\$69,289	\$230,491
9	Response To Intervention Coordinator (RTI)	1		\$31,523	\$77,167	\$78,710	\$80,285	\$267,685
10	Family Engagement Specialist	1		\$18,649	\$58,207	\$59,371	\$60,559	\$196,786
11	Bilingual/ESL Interventionist	1		\$16,400	\$50,184	\$51,188	\$52,211	\$169,983
12	Advanced Academics Interventionist	1		\$16,400	\$50,184	\$51,188	\$52,211	\$169,983
13	Afterschool/Summer Enrichment Manager	1		\$18,649	\$58,207	\$59,371	\$60,559	\$196,786
14	Afterschool Workers		3		\$23,288	\$23,288	\$23,288	\$69,864
15	Subtotal employee costs:			\$168,605	\$483,786	\$492,996	\$502,390	\$1,647,777
Substitute, Extra-Duty Pay, Benefits Costs								
16	6112 Substitute pay				\$14,580	\$14,580	\$14,580	\$43,740
17	6119 Professional staff extra-duty pay				\$42,240	\$42,240	\$42,240	\$126,720
18	6121 Support staff extra-duty pay				\$6,672	\$6,672	\$6,672	\$20,016
19	61XX Incentive Pay for increased student achievement and staff longevity				\$155,500	\$155,500	\$181,500	\$492,500
20	6140 Employee benefits			\$31,672	\$115,499	\$116,628	\$120,968	\$384,767
21	Employee stipends							
	Specify amounts and criteria to earn stipend:							
22	Subtotal substitute, extra-duty, benefits costs			\$31,672	\$334,491	\$335,620	\$365,960	\$1,067,743
23	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$200,277	\$818,277	\$828,616	\$868,350	\$2,715,520

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)						
County-district number or vendor ID: 161914		Amendment # (for amendments only):				
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.						
Professional and Contracted Services Requiring Specific Approval						
Expense Item Description		Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
626	Rental or lease of buildings, space in buildings, or land					
9						
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:						
Professional and Contracted Services						
#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	Professional Development - Instructional Technology for 1:1		\$10,000	\$10,000	\$10,000	\$30,000
2	Professional Development - Data Assessment & Interpretation		\$24,050	\$24,050	\$24,050	\$72,150
3	Professional Development - Classroom/Behavior Management		\$28,035	\$28,035	\$28,035	\$84,105
4	Professional Development - Innovative Instructional Techniques		\$10,500	\$10,500	\$10,500	\$31,500
5	Transportation for Afterschool/Summer/Educational trips		\$29,900	\$30,675	\$30,850	\$91,425
6	Afterschool Programming Partners		\$31,500	\$31,500	\$31,500	\$94,500
7	Summer Enrichment Programming Partners		\$8,600	\$8,600	\$8,600	\$25,800
8	IT Hardware/Software updates to support 1:1 implementation	\$24,000	\$10,250	\$5,500	\$5,500	\$45,250
9	iPad Protection/Coverage	\$4,348	\$45,943			\$50,291
10	Technical Assistance for Grant Management – Provide on-site consultation of progress towards goals; outside the scope of and supplemental to other services/resources provided; specifically tailored for Brook Ave.		\$14,400	\$14,400	\$14,400	\$43,200
11						
12						
13						
14						
b. Subtotal of professional and contracted services:		\$28,348	\$213,178	\$163,260	\$163,435	\$568,221
c. Remaining 6200—Professional and contracted services that do not require specific approval:			\$2,500	\$2,500	\$2,500	\$7,500
(Sum of lines a, b, and c) Grand total		\$28,348	\$215,678	\$165,760	\$165,935	\$575,721

NOTE: Specific vendors for Professional and Contracted Services will be secured through the procurement process outlined in EDGAR.

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Schedule #9—Supplies and Materials (6300)										
County-District Number or Vendor ID: 161914					Amendment number (for amendments only):					
Supplies and Materials Requiring Specific Approval										
Expense Item Description										
Technology Hardware- not capitalized										
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
63XX	1	Poster Maker	College & Career posters	1	\$4,995	\$4,995				\$4,995
	2	iPads - Staff -37; Students-391	21 st Century learning environment; equipping students for future work	428	\$474	\$17,538	\$185,334			\$202,872
	3	iPad Power Sync Cart;	Centralized-secure storage (students)	20	\$2,800		\$56,000			\$56,000
	4	Keyboards for iPads	Equip students with skills for future	391	\$99		\$38,709			\$38,709
	5	Laptop/docking station	Grant staff (allows remote work)	7	\$1,200	\$8,400				\$8,400
	6	Monitor	Grant staff - laptops/docking station	7	\$150	\$1,050				\$1,050
	7	Desktop Computer	Grant staff (not working remotely)	1	\$1,600	\$1,600				\$1,600
	8	Printers	Grants staff – print documents	4	\$500	\$1,000	\$1,000			\$2,000
	9	Encoders (hardware)	Stream taping Teachers for PD	6	\$1,800		\$10,800			\$10,800
	10	Video Cameras	Teachers tape in real-time for PD	6	\$950		\$5,700			\$5,700
	11	Desk/Chair	Grant staff (no surplus available)	8 sets	\$1,175	\$9,400				\$9,400
	12	Computer-MacMini	Caching server to push out apps	1	\$900		\$900			\$900
	13	Desktop Computer	Afterschool Computer Lab-tutoring	12	\$738		\$8,856			\$8,856
	14	Scanner (high volume)	Expedite processing of tests	8	\$950	\$1,900	\$5,700			\$7,600
63XX	Technology Software- not capitalized									
63XX	Specify type/purpose: Educational applications for students: \$50 app x 391 students									
	Textbooks/Curricular Materials									
63XX	Specify type/ purpose:									
	Supplies and materials to be used as student incentives									
	Specify type/ purpose:									
Supplies and Materials that do not Require Specific Approval										
6300	Supplies and materials that do not require specific approval:					\$5,000	\$121,700	\$90,000	\$90,000	\$306,700
	Grand total:					\$50,883	\$454,249	\$90,000	\$109,550	\$704,682

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Schedule #10—Other Operating Costs (6400)						
County-District Number or Vendor ID: 161914		Amendment number (for amendments only):				
Expense Item Description		Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.		\$10,256	\$10,330	\$10,606	\$31,192
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.					
	Specify purpose:					
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.		\$4,700	\$4,700	\$4,700	\$14,100
6413	Stipends for non-employees other than those included in 6419					
6419	Non-employee costs for conferences. Requires authorization in writing.					
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.					
64XX	Advisory council/committee travel or other expenses					
	Specify name and purpose of council:					
	Specify types of costs:					
6495	Cost of membership in civic or community organizations					
	Specify name and purpose of organization:					
	Specify purpose of membership:					
Subtotal other operating costs requiring specific approval:			\$14,956	\$15,030	\$15,306	\$45,292
Remaining 6400—Other operating costs that do not require specific approval:			\$82,100	\$85,000	\$88,600	\$255,700
Grand total:			\$97,056	\$100,030	\$103,906	\$300,992

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)								
County-District Number or Vendor ID: 161914				Amendment number (for amendments only):				
#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6669—Library Books and Media (capitalized and controlled by library)								
1	Primary thru 1 st Grade – Supplemental books	N/A	N/A		\$9,600	\$3,500	\$3,500	\$16,600
66XX—Computing Devices, capitalized								
2						\$	\$	\$
3						\$	\$	\$
4						\$	\$	\$
5						\$	\$	\$
6						\$	\$	\$
7						\$	\$	\$
8						\$	\$	\$
66XX—Software, capitalized								
9						\$	\$	\$
10						\$	\$	\$
11						\$	\$	\$
12						\$	\$	\$
13						\$	\$	\$
66XX—Equipment, furniture, or vehicles								
14						\$	\$	\$
15						\$	\$	\$
16						\$	\$	\$
17						\$	\$	\$
18						\$	\$	\$
19						\$	\$	\$
20						\$	\$	\$
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)								
21								
Grand total:						\$9,600	\$3,500	\$16,600

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	391		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	154	39.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	224	57.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	13	3.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	385	98.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	143	36.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	20	5.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	184	47.1%	2015-2016 PEIMS report
Disciplinary placements in In-School Suspension	123	31.5%	2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	46	11.8%	2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	12	3.1%	2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	2	.05%	2015-2016 PEIMS report #425; code #C164
Attendance rate		96.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		DNA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		DNA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	81	53.09%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	81	40.74%	TEA 2016 Accountability Summary Report.
ACT and/or SAT – Class of 2015, percent students Tested		DNA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT – Class of 2015, percent At/Above Criteria		DNA	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	DNA		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	DNA		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		DNA	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When the morning bell rings at Brook Avenue Elementary (BAE), anyone within hearing distance knows what that sound signifies: it is time to begin learning! At BAE, students are in their seats and ready to learn! BAE students maintain an attendance rate of 96.8%; higher than the state average of 95.9%. In fact, the 2014-2015 TAPR report reflects that test participation at BAE was 100%; higher than both the district (98%) and state (99%) participation rates. Of all the struggles Brook Avenue may face, getting students to walk through the school doors each morning is not one of them.

Brook Avenue Elementary School reflects its street name – Brook Avenue – and is nestled within the Brook Oaks Neighborhood Association along the banks of the Brazos River. Peppered with stately oak trees, this picturesque slice of Waco boasts a rich and diverse history. Several events over the past 15 years have generated a sense of pride and ownership within the community.

Just a little over 20 years ago in 1993, the Brook Oaks Neighborhood Association was formed with the purpose to “unite and organize the community; to promote and establish closer neighborhood ties; and to encourage and assist in the restoration, preservation, and improvement of the neighborhood.” (www.brookoakswaco.weebly.com; Purpose) Six years later in 1999, Brook Ave. Elementary was rebuilt at its current location. With a relatively new neighborhood association and elementary school, the future was bright for this north central Waco neighborhood.

Since that time, the neighborhood has hosted a series of exciting and invigorating events and accomplishments. Beginning in 2001, Dewey Park added an outdoor walking trail and in 2004, a new splash park. Also in 2001, former President Bush helped build a home in the neighborhood with Habitat for Humanity during the World Leader Build Day. And most recently, a neighborhood home was selected for remodel on the HGTV show *Fixer Upper*. It would appear that Brook Ave. Elementary was perfectly positioned for success. In spite of the positive movements within the community, Brook Ave. has struggled and is now in its fifth year of Improvement Required. It leaves one wondering: How did this dichotomy materialize?

Although BAE has stellar attendance and test participation rates, many other areas present a very real and stark reality. Brook Ave. is 98.5% economically disadvantaged, almost double the state average 58.8%. The limited English proficiency enrollment (36.6% to 18.2%) and Out-of School Suspension placements (11.8% to 4.3%) are also double that of the state's rates. And as we know, children don't leave the challenges of poverty at the door when they come to school. It is an all-encompassing, pervasive issue with far reaching ramifications – many of these affecting learning in the classroom.

To exacerbate the situation, Brook Ave. has experienced high turnover in both positions of leadership and with teachers over the past six years. This inconsistency has resulted in diminished parental involvement, decreased academic performance, and a universal lack of trust. And yet even today, with the weight of such factors that begin to appear chronic, Brook Ave. has every reason in the world to be hopeful.

Waco ISD is dedicated to the success of Brook Ave. This dedication has translated into several recent actions:

1) Restoring the campus leadership with a passionate administrator who unequivocally believes in her students and their ability to be successful; 2) An allocation of additional resources to support struggling students; and 3) Affording the campus operational flexibility and priority as the need arises. But it isn't enough....Brook Ave. students need more. They have sunk so low that their needs exceed available district resources. TTIPS grant funding could very well be the catalyst that propels Brook Avenue, once again, to a place of deserved community pride.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	36.6		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	24.2	66.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	5.0	13.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1.5	4.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	5.9	16.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	4.0	16.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	4.8	19.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	14.5	59.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	4.8	19.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	11.0	45.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	3.0	12.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	1.0	4.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	4.5	18.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	\$43,053		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	\$45,073		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	\$48,267		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	\$53,600		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	\$55,177		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	2	8.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Bachelor's degree as highest level attained	20.2	83.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Master's degree as highest level attained	2.0	8.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Doctoral degree as highest level attained	0	0.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Over the past six years, Brook Avenue Elementary (BAE) has seen high turnover in both leadership and teaching staff.

- Five (5) campus Principals
- Five (5) Assistant Principals
- Numerous Instructional Specialists and Counselors

High administrative and teacher turnover created an environment ripe for inconsistent instruction; the result was poor academic performance. Unfortunately, the decline in academic performance was not isolated to a particular grade and/or subject area; it was widespread.

Additionally, BAE has undergone a teacher reconstitution. The Commissioner of Education ordered a reconstitution after the second consecutive year of an Unacceptable rating. Through this process, BAE experienced as much as 40% teacher turnover.

With a new Principal coming aboard mid-December last year, teacher selection for the current academic year sought to secure highly qualified teachers with experience. Moreover, although all teachers are highly qualified this year, as a group, they do not bring a depth of experience. The current teaching staff are in need of job-embedded, structured, and differentiated professional development that will provide teachers the knowledge and skills necessary to have the greatest influence on their students.

All of these factors culminate in the need for teachers to have additional opportunities to meet in Professional Learning Communities, engage in authentic and data-based conversations, but the central component to strengthening teaching is ongoing, intensive, job embedded professional development.

A foundational aspect of the proposed plan for BAE involves staff training – whether that is achieved through Extra Duty Pay, contracted services, or other means. Developing and strengthening the teaching staff is directly correlated with increased student achievement.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
40	46	65	55	57	71	57								391

Part 6: Teachers to Be Served with Grant Funds.

Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3rd, 4th and 5th grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2	3	3	3	3	5	5								24

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Schedule #13—Needs Assessment

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Working with the perspective gained from our knowledge of recent research addressing successful school turnaround efforts, from our experience with current TTIPS grants, and with adherence to the systems/actions/processes detailed in the TAIS model & framework, we have been intentional about developing processes and activities collaboratively with an inclusive team approach.

Team members involved and consulted during the planning process included: Assistant Superintendent of Elementary Education; Assistant Superintendent of Curriculum & Instruction; Human Resources personnel; BAE Principal; BAE Assistant Principal; BAE parents/families; Grants Management Department staff; an external consultant with previous TTIPS experience and success; and district representatives from Early Childhood Education, academic departments, Advanced Academics, & Technology. The data analysis and needs assessment (as well as decisions around the model, goals, and interventions to be implemented) was a product of the efforts of this diverse and inclusive group.

Upon the RFA's release, multiple visioning/planning meetings were held at the BAE campus and in district administrative offices, effectively expanding the core TTIPS Team to include the expertise, experience, and substantive knowledge of committed campus & district personnel who are invested in raising BAE's academic achievement. First meeting on a weekly basis (with many assignments and tasks distributed in-between), the frequency & timeline of planning meetings quickly escalated to meet/communicate multiple times during each week to include and incorporate the information gathered by team members.

Selection of the Early Learning Intervention Model occurred quickly as a consensus among all team members as a result of previous and ongoing discussions within the school community. Brook Avenue is aware of the research and knows that high-quality early learning programs have proven positive effects on closing academic gaps; furthermore, we have eagerly studied and absorbed the success stories in the literature that detail how specific practices in high-quality, aligned early learning programs accelerate turnaround efforts.

Beginning with a systematic assessment process for identifying and prioritizing needs, the team gathered data and input from multiple stakeholders to identify the school's specific needs. Key activities/strategies used to facilitate decision making included historical and current data for an accurate picture of the gap between where we are and where we want to be. Sources of data included: STAAR results; demographic information (to highlight trends in subpopulation changes and achievement trends); attendance; discipline referrals; academic achievement; feedback from teachers; and family/community involvement.

Upon review, this data provided a more complete picture of achievement levels and, more importantly, how they might be improved. The identified needs were further prioritized by taking into account the urgency, size, specificity, and scope of the needs relative to each other and to the timeframe in which we propose to address them.

This data collection & analysis covered all areas, including: student academic performance; school leadership; school schedules (including afterschool programming); parent/community involvement; school climate; teacher quality; professional development; instructional support/alignment/quality/rigor; and infrastructure/capacity.

Our team identified the programs and resources Brook Avenue and Waco ISD is currently able to provide toward meeting the identified needs, then collaboratively crafted a set of innovative goals and interventions that will greatly improve the outcomes in the area of student achievement. These innovative ideas were prioritized and are clearly ones that, but for the potential funds provided by the grant, could not be implemented with currently available local resources.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

- ☐ Transformation
 ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☒ Early Learning Intervention Model
- ☐ Turnaround
 ☐ with Rural LEA Flexibility modification
- ☐ Whole-School Reform
- ☐ Restart
- ☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the Needs Assessment process, the difference between current achievement and desired/required accomplishment was specifically defined through the use of student-level data. Analysis of our data highlighted the fact that these gaps are evident at BAE as early as in PreK & Kindergarten. We are acutely aware that a culture of success begins in these earliest years, and is cultivated through the synergistic benefits of combining high-quality early learning, differentiated instruction, a professional learning environment, parental engagement, and shared responsibility for student learning. Therefore, it is clear to us that the Early Learning Intervention Model most directly meets BAE's unique needs – and will provide the framework for raising the rigor and quality of our current PreK programming and services.

As we reviewed the assurances for the Early Learning Intervention Model, we were pleased to see that BAE's current trajectory, short-term goals, and long-term strategic vision are already overwhelmingly consistent with the federal requirements – most notably with components such as: full day Kindergarten; high-quality Preschool; community-based provider collaboration; evaluation; joint/vertical planning; use of incentives; continuous data to inform instruction; and personalized, job-embedded professional development. Additional reassurance that this model best meets our unique needs is the knowledge that establishing consistent practices within such a model will improve teacher leadership, culture, and competencies of the campus in a manner allowing for sustainable practices beyond the term of the grant.

In this process of carefully selecting an intervention model, programs and practices were viewed within the larger contexts of feasibility, potential impact, feedback solicited from families, necessity, and real/perceived value to the recipients. After a series of discussions that included data and budgetary considerations, the team came to consensus on a comprehensive plan and budget designed to most effectively address the assessed needs. This plan was aligned with both the Campus Improvement Plan & the Campus Turnaround Plan, and then reviewed by a representative group of district employees. The final draft was shared with administrators to solicit feedback and refinement, and was then formalized into the final proposal contained in this application.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Waco ISD & Brook Avenue Elementary (BAE) consistently strive to be inclusive and intentional when we develop processes and activities, and the needs assessment & planning process for this proposal afforded us the opportunity to put this into practice from the outset. Although the timeframe for preparing this TTIPS proposal was not lengthy, we were able to act quickly and effectively to connect with families and community members due to our ongoing relationships.

One of the first specific actions the campus/district took to solicit input re: model selection was to collect feedback by distributing surveys to parents and community stakeholders to: inform them about the available models; give them a voice in the selection process; ask them how they would prefer to receive information from the school; gather their input around proposed Saturday School and Afterschool Programs; and ask them what services, trainings, materials, and enrichment activities they would be interested in seeing the school offer to students and families. This meaningful engagement was critical in identifying some of the proposed activities that will align with the needs identified in the assessment; the input was seriously considered, and provided a wealth of information to incorporate as we move forward together in the implementation process.

Another important piece of the plan to engage families and the community in the implementation of this model is to collaborate with community service providers that offer a wide range of services, activities, and programs that appeal to the diversity of students and families at BAE. Targeted outreach will ensure that students most in need of academic support, students & family members learning English, potential first-generation college students – as well as students with health, emotional, and family needs – are provided services that promote academic and life success. We will prioritize the provision of programs that are both evidence-based and aligned with TEKS.

We are keenly aware that supporting success in school and life are key outcomes demonstrated in partnerships between students, their schools, and their families. Serving a school with a high percentage of economically disadvantaged students, we will strive to offer these supportive resources to families and neighborhoods often lacking exposure to enriching, out-of-school experiences. We will recruit community partners that represent the best children's & family services our community has to offer, and will gather regularly to provide guidance, share data responsibilities, and allow for the program to be marketed to the community in as equitable a manner as possible. Utilizing continuous data evaluation on an ongoing basis, we will ensure that services and programming are effective in addressing current academic, social and emotional needs.

Emblematic of our existing relationship efforts with families & the community is the Community Transformation Committee (CTC) formed during the previous school year. Believing community and parental involvement to be a prerequisite to student success, this committee convenes twice each semester and gathers school personnel, families, and community agencies in order to share and promote events, news, and information. In these meetings, we have witnessed an encouraging aspect of BAE's current challenges – that families and community groups desire to support the school and see the children – *their children* – succeed.

Parent engagement at BAE has diminished over the years. As the school experienced vast leadership changes, parent participation in family engagement events and the PTA ceased to exist; therefore, we wish to strengthen family engagement efforts to provide & promote programs offering resources benefitting parents and families at the campus. We are already focusing on increasing communication with families through the use of social media, and have recently begun providing a digital newsletter to community members. Community members also visit the campus frequently and are invited to participate in all family engagement events. Monthly meetings with community Adopt-A-School partners provide a face-to-face opportunity to visit the campus and speak to administrators about concerns or upcoming events.

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Schedule #14—Management Plan

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Dist. Coord. of School Improvement (DCSI) (required)	Provide leadership and district support for academic achievement of the campus; communicate with PSP to integrate TTIPS & Priority efforts.	<ul style="list-style-type: none"> Executive-level administrator reporting directly to the Superintendent Doctorate, school reform/campus/admin leadership experience, Principal Certificate
2.	Campus Principal	Provide campus leadership, vision, and direction; mobilize resources to facilitate improvement in academic progress; work with Grant Project Coordinator to implement grant.	<ul style="list-style-type: none"> Master's degree in Educational Admin. Texas Principal or comp. certification Experience as leader in transitioning school to exit priority status preferred
3.	Grant Project Coordinator	Oversee adherence to grant fidelity; serve as TEA point of contact; work with campus staff to develop systems, collect data, & report on progress toward grant goals.	<ul style="list-style-type: none"> Master's degree in related field preferred Experience in developing, coordinating, and monitoring grant projects preferred
4.	Response To Intervention (RTI) Coordinator	Provide services, support, and instruction to teachers/staff in identification of students' learning & behavior needs; guide interventions consistent with tiered RTI system; monitor district's RTI process at BAE; timely monitoring the process of updating data	<ul style="list-style-type: none"> Bachelor's degree in early childhood, elementary education, or related field Teacher certified with previous experience in helping children develop literacy skills Deep understanding of research-based reading and development in young children
5.	Family Engagement Specialist	Engage families in all aspects of the school through communication, advocacy, events; connect families with community resources to remove barriers to learning and participation.	<ul style="list-style-type: none"> Previous experience working with family systems and community organizations Understanding of family dynamics with economically disadvantaged students
6.	Instructional Data/Evaluation Specialist	Interprets data as it relates to performance & provides guidance to teachers about how to use data to guide future instruction.	<ul style="list-style-type: none"> Experience with data systems required Background in accounting & knowledge of education system preferred
7.	Grant Budget Specialist	Work with Grant Project Coordinator to maintain accurate & timely records related to grant budget; complete/submit timely reports.	<ul style="list-style-type: none"> Experience with data systems required Enter & maintain accurate & timely records related to grant budget
8.	Afterschool/Summer Enrichment Manager	Provide guidance & planning to integrate afterschool programming with school-day activities; oversee activities, tasks, schedules, and training of Afterschool Workers.	<ul style="list-style-type: none"> Experience in educational setting required Experience with afterschool programming preferred Skills in program management preferred
9.	Afterschool Workers [(3) part-time staff]	Provide supervision to ensure a safe & healthy environment in afterschool activities; use relational skills to connect with students.	<ul style="list-style-type: none"> Experience with students/children required Experience with afterschool programming preferred
10.	Bilingual/ESL Interventionist	Assist with evaluation, instruction, intervention, and guidance around academic progress related to language issues.	<ul style="list-style-type: none"> Teaching Certificate & ESL Certification required Experience/knowledge of ESL curricula & process preferred
11.	Advanced Academics Interventionist	Assist with identification, evaluation, instruction, intervention, programming, and guidance related to the academic progress of advanced students.	<ul style="list-style-type: none"> Teaching Certificate with 30 GT hours required Extensive classroom experience with advanced academics preferred

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Behavioral Management Consultant	Provide instruction & training in district-approved behavioral management.	<ul style="list-style-type: none"> ▪ Certified trainer in district-approved behavior management system ▪ Experience working with teachers & school staff around classroom management issues
2.	Professional Development Consultant	Provide innovative general & individualized professional development to teach and motivate teachers & instructional staff.	<ul style="list-style-type: none"> ▪ Education background & experience required ▪ Certifications preferred topically
3.	Summer Learning Tutors	Provide academic assistance/tutoring in core subjects during summer to reduce summer learning loss. [Not funded through TTIPS budget]	<ul style="list-style-type: none"> ▪ Content-specific academic knowledge ▪ Experience with economically disadvantaged students preferred
4.	Community Mentor Partner	Provide school-year & summer services (events, basic needs, clubs, family events, teacher events) to address identified needs. [Not funded through TTIPS budget]	<ul style="list-style-type: none"> ▪ History of connection & success with families and community ▪ Structured programming with outcome-based processes preferred
5.	Dropout Prevention Program	Assess needs and barriers to academic progress/success; provide resources to target barriers; collaborate with Family Engagement Specialist to address needs of families. [Not funded through TTIPS budget]	<ul style="list-style-type: none"> ▪ Research-based program with history of success ▪ Qualified providers with backgrounds in mental health & social services
7.	Technology Consultant – Products	Assess technology needs, develop a clear plan to address the needs, and install/implement relevant technology.	<ul style="list-style-type: none"> ▪ Certified in product installation & training ▪ Experience working with groups to implement technology with multiple users
8.	Technology Consultant – Professional Development	Provide training specific to installed technology; provide training in pedagogical adjustments and novel approaches to instruction based on data-driven research.	<ul style="list-style-type: none"> ▪ Certified in product use & training ▪ Experience working within the educational system ▪ Understanding of pedagogical issues
9.	Transportation Services	Provide safe passage to/from: afterschool programming; Saturday School; approved educational trips.	<ul style="list-style-type: none"> ▪ Approved by district according to all applicable district, State, & Federal guidelines.
10.	Afterschool Programming Partners	Provide quality supplemental services in areas of academics, enrichment, & civic engagement; integrate programming with school-day curricula.	<ul style="list-style-type: none"> ▪ History of connection & success with families and community ▪ All staff must be cleared/approved in accordance with district & state guidelines
11.	Summer Enrichment Programming Partners	Provide quality supplemental services in areas of academics, enrichment, & civic engagement; integrate programming with school-year curricula to reduce learning loss.	<ul style="list-style-type: none"> ▪ History of connection & success with families and community ▪ All staff must be cleared/approved in accordance with district & state guidelines
12.	Counseling Provider	Provide 20-30 hours/week of community- & school-based counseling services to identified Tier 3 students. [Not funded through TTIPS budget]	<ul style="list-style-type: none"> ▪ Agency must employ licensed/certified counselors ▪ Experience with economically disadvantaged students required

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

How we will ensure that all project participants remain committed to the project's success

- The TTIPS Team that developed this proposed project was well-represented from all areas of the district, campus, families, and community. This team was able to come to consensus regarding the district's objectives and priorities, as well as hammer out campus-focused project details.
- With such a broad-based collaboration and investment – and with distributed leadership throughout the planning – the project participants are more likely to possess a sense of ownership in the efforts, thus empowering them to remain engaged and committed to the project's success.
- The implementation of transparent campus practices will continue to inform participants and maintain the primacy of the purpose and goals of the campus transformation in all activities, discussions, and decisions.
- Each staff member will be informed as to the structure of the project and operational connections between participants – this be instructional and motivational in their understanding of how “the piece of the project that they hold” fits within the larger picture. Relatedly, each person will know the grant goals and the current short-term & long-term plans, and will develop a proficiency in communicating this understanding to others.
- District retention efforts begin almost as soon as an employee is hired. Employees begin their tenure with the district by attending an extensive induction through the HR New Hire Orientation. Additionally, week-long campus-based orientation is designed to build connection, increase loyalty to the vision of the campus vision, and ultimately strengthen the school climate.

Succession Management Strategies

- Instructional Coaches are an important part of teachers' job-embedded professional development. They provide a safe and nurturing process for new and struggling teachers to explore options for improvement (in areas such as teacher-to-student interaction, classroom management, and student engagement) and career advancement so that campuses can train & keep their strong instructional staff.
- Emphasis is given to operational flexibility that allows teachers and staff to attend professional development training in a job-embedded fashion, thus allowing professionals to grow and advance within the same campus rather than being forced to transfer to other schools or districts.

Continuous High-Quality Program Delivery

- Waco ISD fosters and maintains a culture that prizes and prioritizes communication between all staff – especially in the form of face-to-face interaction between Campus and Administrative staff - and intentionally rewards processes that increase creativity, innovation, and operational flexibility.
- Assistant Superintendents visit campuses regularly in order to involve campus-level staff in leadership and decision-making and to provide a supportive presence.
- The Mentor Teacher program immediately addresses the goal of increasing leadership effectiveness by matching new teachers with a mentor who provides support and feedback throughout the school year.
- Teachers are encouraged to attend the summer AVID Institute to provide support and growth in the areas of instructional assessment, design, & implementation.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Elements Designed to Significantly Increase Capacity & Create Lasting Change to Culture/Practices

- The successful implementation of this grant will catalyze the increase and improvement in Critical Success Factors to trigger the academic performance goals, and it will simultaneously transform the leadership, climate, and trajectory of this struggling campus.
- The changes that occur as a result of this program will be reflected through the growing strength of teacher leadership – as opposed to full reliance on administrative guidance.
- School climate & culture will have stabilized through successful training/implementation of a program supported by research-based outcomes and practice.

How we will provide continued funding and support to sustain the reform after the grant period ends

- The district is firmly committed to this campus reform initiative beyond the term of this grant. We are confident many of the initially costly personnel expenses provided by the grant will not be required after the grant ends.

A majority of personnel positions are tasked with recreating a healthy school climate, building systems that support it, and essentially healing the school. We expect that the efficient systems and processes created through the development of effective, campus-based leadership will produce internal, distributed leadership that will reduce/eliminate the need for the following positions:

- **Project Coordinator** – Roles & responsibilities to be integrated into administrative and supportive functions/roles of campus staff.
- **Family Engagement Specialist** - Parent/community base will grow to allow for a volunteer(s) to pick up a piece of the responsibilities; we envision the existence of multiple community partnerships existing by this juncture; the Waco ISD Education Foundation "Partners in Education" program will be available to help nurture these partnerships and identify potential additional connections.
- **RTI Coordinator**– Stabilization of the school climate will allow for a reduction of this need, although the cost/benefit returns of these campus positions are favorable for continuation.
- **Instructional Data/Evaluation Specialist** – Although many teachers will have gained capacity and fluency in data evaluation, the Campus Leadership Team will assess the ongoing campus need and consider arranging positions and funding from local/Title funds as warranted.
- **Technology Support** – District capacity will grow to provide 24-hour turnaround on Priority campuses; established teachers will have their own web/communication tools; data-driven decisions will lead to improved training and teaching, which will set multiple positive mechanisms into motion.
- A long-term action plan is critical to transforming the campus; thus, we will coordinate local partnerships and state/federal funds to sustain campus reform after the funding period ends. The Grants Management Department will make viable connections with multiple funders and secure new revenue streams.
- In a foreseeably healthier funding climate, in concert with a healthier campus supported by a transformed management structure, the district intends to avail additional internal supports to address campus needs.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The processes used to establish performance measures are described/characterized by:

- Systematically gathering & establishing baseline benchmark data to determine current levels of achievement;
- Formation of data teams charged with reviewing assessment data, student work, and behavioral data; this should eventually grow into creating teacher-developed assessments.
- Use of cohesive curricula to address & target developmentally-appropriate levels of achievement;
- Determining grade-specific targets/performance measures consistent with mandated levels;
- Establishing timelines/schedule for quantitative & qualitative data observation, collection, & assessment;
- Developing a plan to provide a forum for grade-level PLCs & coordination across grade levels;
- Creating a system for evaluating & adjusting performance measures, taking into account the individual needs of students and the ability to customize instruction based on student needs.
- Incorporating considerations of making time & space for assessing the effectiveness of interventions.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Waco ISD and BAE will implement the TAIS Continuous Improvement Process and Plan to address data collection.

BAE will access a variety of information through multiple systems. Outlined below are the systems that will be accessed, and the information each system will provide:

- TEAMS – Discipline referrals, attendance, participation rates, STAAR testing results, and student-level data (e.g., dosage rates of interventions)
- Human Resources – Employee records for attendance, retention, recruiting efforts, teacher pay/benefits
- T-TESS – Professional development hours, teacher evaluations, level of teacher utilization of available resources via this database
- Family Engagement Specialist – documentation on parental/community involvement, (number, involvement, type of involvement, length of involvement, etc.)
- Surveys – School climate, parents, students, and teacher morale
- Technology usage – Documentation and evaluation of usage & connection to achievement

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Multiple processes & staff are used to acquire feedback, monitor progress, & assess effectiveness:

- **Texas Accountability & Intervention System (TAIS)** – Since BAE has been rated 'Improvement Required' in the state accountability system, the campus is required to use TAIS for collecting and analyzing data, developing an improvement plan, monitoring implementation, and continuously reassessing for improvement.
- **District-Based Assessment testing** – Administered every six weeks; provide feedback around TEKS mastery.
- **Weekly Campus-based Professional Learning Community meetings (PLCs)** involve the Principal, administrative staff, and instructional staff sharing the most recent data and planning how to make adjustments.
- The district's **Grants Management Department (GMD)** – Provides grant administrative oversight; meets regularly with the Project Coordinator (PC) to review grant goals/objectives and to discuss progress, as well as barriers to success; meets with both the PC & Principal regarding specific grant related questions and concerns.

Regarding adjusting the plan for attaining goals/objectives and communicating those adjustments, each of the processes above include an element of assessing, adjusting, and communicating. Additional processes include:

- Adjustments to the existing plan executed by the **Project Director (PD)** require the consultation and approval of both the campus **Principal** and the **GMD**. This procedure allows for a thorough examination of the requested adjustments with both an educational and grant allowable perspective.
- **PD** will communicate changes directly to grant staff. **PD** will also consult with the **Principal** and the **Family Engagement Specialist** around the most successful means to disseminate information to teachers, students, parents, and members of the community. Letters of explanation, newsletters, open forums for discussion, taping a segment for the district news channel, and other online tools are all potential methods of dissemination.

Waco ISD and BAE will implement the TAIS Continuous Improvement Process and Plan to address problem delivery. This process will allow the district to readily identify any areas of concern, implement change to address the identified concerns, and follow up to establish the need for additional corrections to project delivery.

- **Identification of Project Delivery Problems:** Based upon the information above, the BAE leadership team will have the information necessary to obtain objective findings and identify patterns and/or trends. From this identification, the team will be able to establish specific problem statements. For each problem statement, the team will assess on the following three points:

- ✓ Root cause analysis
- ✓ Identify the need
- ✓ Prioritize the need

Completion of this three-step process enables the team to move into the next phase of project evaluation.

- **Correction of Project Delivery Problem:** The leadership team will implement a corrective action plan based upon the prioritized needs and goals. Short-term and long-term goals will include:

- ✓ How the short term goals will be focused on helping to achieve the long term goals
- ✓ How all goals will be outcome based
- ✓ How all goals will measure the level of implementation and transformation

Once goals are established, the team will identify the interventions required. Interventions will include:

- ✓ Specific actions required to implement the district's strategy
- ✓ A process to ensure the data collection systems above provide the necessary information in a timely manner

- **Modification of Practices and/or Policies:** BAE will develop a culture focused on using data-driven information to make decisions. The leadership will be charged with regularly assessing data to ensure:

- ✓ The level of implementation
- ✓ The level of transformation
- ✓ Whether or not additional adjustment are needed to ensure the desired outcomes.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

External providers are often key components of successful school improvement projects. They are utilized for many reasons – most commonly due to a need for specific expertise, for additional accountability, because internal support is not available or cost-effective, or by requirement.

Regardless of the reason, external providers are capable of providing high-quality activities that target positive growth in the levels of academic achievement, promotion, attendance, school climate & behavior, and enrichment opportunities that reinforce the lessons students learn throughout the day. Additionally, community-based local organizations not only provide specific services, but also reinforce a strong connection between the school, the neighborhood, and the broader community.

After identifying and defining the services within the scope of the project that will be provided through the use of an external provider, the recruitment process begins by researching the pool of prospective providers that have participated in projects that successfully implemented programs with integrity to a guiding model; preference is given to programs that can demonstrate data-driven programs and produce measureable results.

This review process provides us with a prioritized list of potential contractors, which we add to the list of contractors with a successful history within our district whose services are applicable to this project. Soliciting feedback from both previous contracting agencies and prior clients of the contractors, WISD assesses and analyzes historical success records and effectiveness of external providers with previous school-based projects, and then proceeds with selecting the program offering the highest-quality services within our budget constraints.

When we have selected the program(s) we plan to engage, a methodical risk assessment is performed to gauge contractual fit and adherence to district standards. Utilizing multiple media, WISD's Purchasing Department issues a Request For Proposal (RFP) for the contract within a timeframe that allows for the approval of a contractor prior to the time the services are required.

All external providers must be vetted & procured through the WISD Vendor Approval Process. If the contract exceeds \$25,000, the bid must be submitted through a Request For Proposal (RFP) process. This process includes:

- The contractor utilizing and completing a standardized application (cleared through WISD's legal counsel) that adheres to all applicable local, state, and federal requirements and expectations, and that follows local LEA procurement policy approved by the School Board.
- Expectations that contractors satisfy all requirements contained in the application in a timely manner and according to the customary timeline containing guidelines for contact and questions.
- Fair consideration of all proposals that satisfy the RFP requirements, including background checks and referrals.
- Committee-based consideration, comparison, scoring, and selection of the vendor. This includes screening of scientifically based merit, feasibility, cost effectiveness, and adherence to practices that meet TEA standards.
- Approved vendor must complete the purchasing requisition process per district policy to complete the approval.

The selection process highlighted in Step #4 above specifically considers and prioritizes the ability of contractors to: utilize research-based practices; make online resources available to teachers and parents; provide a developed support model; demonstrate curriculum alignment.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Oversight of external contractors is critical to ensuring contractors' quality, relevance, and success in meeting measureable deliverables and outcomes. WISD provides oversight in three important areas through the following processes:

1. **Direction** – Regularly scheduled meetings and communication with the TTIPS Project Coordinator (PC), Principal, and DCSI; these district personnel provide oversight, accountability, and active management in the form of assurance, redirection, adjustment, measurement, and evaluation of service delivery and success in progress toward goals.

This direction includes all aspects of grant activities, including: measurement & comparison of actual accomplishments to the goals established for the period; additional supports for program delivery; documentation; corrective action; and accountability in the area of project expenditures.

2. **Data** – Success of contractors is heavily dependent on outcome-based data demonstrating deliverable results. This data will ultimately be compiled and evaluated through the use of prescribed quarterly reports, but will also include shorter-term reports and evaluation of progress as evidenced through monitoring and analysis of student-level data – both individually and in an aggregate form. Collectively, this data is utilized to continuously evaluate and improve the performance of the provider.

3. **Documentation** – Each contractor will thoroughly document their time, efforts, and results in written/electronic form; examples will include a log for each teacher contact submitted to the Project Coordinator, and sign-in sheets to accurately record attendance and participation.

Such documentation is readily reviewable, providing a basis/format for discussion and direction. This project will also incorporate a "360 system" evaluation process using quick questions from everyone who has contact with a contractor. Additionally, a portion of the contractor evaluation is based upon performance-specific feedback from teachers/staff around intuitive inquiries such as: "Was that helpful?" and, "Did you get what you needed?"

In the instance of a low-performing provider, careful and measured intervention will occur in a progressive fashion. One of the many advantages of a data-driven process is that regular examination of provider performance through the use of data collection & instruments produces quantitative outputs & outcomes; these outcomes are regularly compared to expected goals, and low performance can be identified promptly.

When performance is below expectations, the campus/district personnel responsible for oversight & management (Principal, PC, program management staff) will promptly engage the provider in a process of evaluation, inquiry, correction, and directive guidance to address performance deficits; this process will be documented and shared with the provider in order to obtain understanding and clarity.

In addition to adhering to contractual terms, WISD personnel are also able to consult with the Business Services Office & Human Resources Department to determine specific criteria and put into place a course of action that may result in removing and/or replacing the provider if sufficient correction or improvement is not realized within a reasonable and agreed-upon period of time.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from February 1, 2017-July 31, and 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Feb '17: District Grants Management Department (GMD) –Hire <u>Grant Project Coordinator (PC)</u> and <u>RTI Coordinator (RTI)</u> (NOTE: If NOGA was awarded earlier, interviews will have been completed); review local fiscal policies, systems, procedures, and grant; post other key positions/screen applicants (PC); discuss grant purpose, goals, and objectives with campus staff (at staff meeting); serve as point-of-contact for TEA (PC).
2.	Mar '17: <u>PC</u> – Post/interview/hire <u>Grant Budget Specialist (BS)</u> & <u>Instructional Data/Evaluation Specialist (IDES)</u> ; BS – receive training in district's accounting software; IDES – receive training on all internal systems for keeping student/teacher data; BC and IDES – job shadow staff working on a successful TTIPS grant (at another campus).
3.	Mar '17: <u>PC</u> – Post/interview/hire staff: <u>Bilingual/ESL Interventionist (BEI)</u> , <u>Advanced Academics Interventionist (AAI)</u> , <u>Family Engagement Specialist (FES)</u> , and <u>Afterschool Manager (ASM)</u> ; PC – meet with campus administrators to discuss campus history and goals; Receive training on internal GMD procedures; connect with other TTIPS campuses and discuss successes/failures; Work with BS to develop.
4.	Mar '17: <u>RTI</u> – Initiate discussions with district/campus staff in an effort to gain insight/understanding regarding campus history and needs; discuss goals with campus leadership; review testing scores & demographics; develop an RTI plan; initiate a follow-up meeting with district/campus level administrators to review/edit/approve plan.
5.	Apr '17: <u>PC</u> – Complete any remaining hiring; facilitate meetings between new grant staff and staff in similar positions on other TTIPS grants to discuss success/failures; initiate meetings with campus administrators to discuss goals for each staff (Individual staff will join PC and campus administrators in meeting).
6.	Apr '17- Jun '17: <u>RTI</u> – Continue to identify students on campus, research previous actions/progress related to the RTI process, and meet with teachers to discuss systems for documentation accountability; train teachers on identification of students in Tier 2 & 3, as well as how to implement creative interventions.
7.	Mar '17- Jun '17: <u>Instructional Data/Evaluation Specialist</u> – Job shadow similar positions; continue training on data systems; meet with campus leadership/PC to discuss data (previous results/use), history (performance/campus roles related to data), and future goals; develop a data/evaluation plan & implementation schedule; (gathering data, frequency, and communicating results); discuss approved plan with staff; analyze '16-'17 preliminary scores.
8.	Apr '17- Jun '17: <u>Bilingual/ESL and Advanced Academics Interventionists</u> – Meet with respective district-level departments; discuss campus goals/objectives; outline a campus specific plan with the grant as a guide; review plan with campus leadership & PC for approval; continue assessing data on respective subpopulations; meet with appropriate campus staff/teachers to discuss data/identify individual student instructional needs; plan innovative methods of instruction with staff/teachers; work with PC and BS to secure needed materials.
9.	Apr '17- Jun '17: <u>Family Engagement Specialist</u> – Ongoing meetings with PC/campus leadership to gain historical insight of campus, family involvement, community dynamics/demographics, and clarify role within the context of the grant; review parent surveys (administered during the application process); meet with teachers/staff to discuss previous efforts and potential ideas; meet with students/families to build rapport and solicit input, and identify needs; develop plan of action in accordance with administrators/campus/student/families' needs and goals
10.	Apr '17- Jun '17: <u>Afterschool Manager</u> – Initiate ongoing meetings with PC/campus leadership to gain historical insight of campus, family involvement, demographics, and community; review parent surveys (application process); review grant for insight regarding program goals; job shadow staff with similar positions; develop relationships with community partners (potential providers); solicit staff/teachers as tutoring support/lead AS group leaders; establish a system for ensuring AS activities are aligned with the school day curricula (Texas ACE model);
11.	Apr '17- Jul '17: <u>Budget Specialist</u> – Process requisitions (furniture, computers, general supplies), and other items needed prior to the start of Year 2 (flyers promoting activities, alternative seating, outdoor classroom materials)
12.	May '17- Jul '17: <u>PC</u> – Oversee/support grant staff; review fall implementation plans; meet regularly with campus leadership; monitor budget/expenditures; identify/resolve fiscal discrepancies; work with Technology Dept.& order staff iPads (rollout Aug'17); prepare/submit Implementation Readiness Portfolio to TEA (per Program Guidelines).

NOTE: Staff working less than a 226 calendar are reflected above with an end date of Jun'17 (rather than Jul'17).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Brook Avenue Elementary currently has multiple dynamic resources. If awarded a TTIPS grant, the funds would function as a supplement to existing efforts.

- **Professional Learning Communities (PLCs)** – Every Tuesday, teachers participate in PLCs across grades. The time is used to review data, discuss curricula, and plan for future instruction.

The proposed planned project includes a position titled: *Instructional Data/Evaluation Specialist (IDES)*. This particular job title is an existing position on another grant, and what we have learned is that teachers benefit tremendously from having a person who specializes in interpreting data. The IDES compiles data, creates reports, presents data and instructs teachers how to interpret the data. Then Instructional Coaches at the campus can assist teachers with making instruction adjustment to better meet the needs of students. The assessment – discussion – adjustment – implementation process is continuous.

- **Communities In Schools (CIS)** – CIS is a dropout prevention program that target at-risk students.

The planned project includes a Family Engagement Specialist (FES). Although the positions are similar, they serve two different, but complimentary purposes. While CIS is more focused on traditional Social Work intervention, the FES will focus primarily on getting parents and families involved in their child/children's education. Undoubtedly working with the same families, sharing information (confidentially) could provide valuable insight. These staff could potentially collaborate on events, home visits, and other outreach.

- **Columbus Avenue Baptist Church (CABC)** – A local church that provide a summer book club and reading program, a mentoring program during the school year, and backpacks with food for students who attend Brook Ave.

The CABC summer book club and reading program goes hand-in-hand with the proposed planned project summer activities. During the school year, the grant application includes an Afterschool Program (AS) five days a week. Students who have mentoring activities with CABC would be welcome to join (AS) before or after their mentoring activities. In the summer, the two programs could collaborate on by rotating students between programs.

- **Bilingual/ESL and Advanced Academics Interventionists** – Both Interventionist positions exist to serve subpopulations. For Bilingual/ESL, BAE has an overrepresentation of students with ESL needs. In contrast, there is an underrepresentation of students identified as Gifted and Talented.

Both of these areas have staff on other campuses and a district level coordinator. The grant staff could benefit from the vast resources that would be available within the district. Since there are no similar Interventionist at BAE, the grant staff can serve as a liaison between the Administration and campus to relay policy and /or procedure changes.

There are numerous other efforts similar to the planned project. Grant staff hired will be trained in a model that encourages collaboration and coordination. Expanding services through the planned project increased the likelihood of students making progress and performing at a higher level.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Sarah Pedrotti

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

Approved by Board of Trustees: December 10, 2015
First day on campus: December 11, 2015

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model
selected for modification:

NA

Description of the
modification:

NA

How intent of the original
element remains/will be met:

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:

Due to recent changes in the teacher & principal evaluation system, student growth & achievement are not currently accounted for within the appraisal systems.

The Texas Teacher Evaluation & Support System (T-TESS) is a system designed by educators to support teachers in their professional growth, and includes three components:

- 1) Goal-setting and professional development plan
- 2) The evaluation cycle (including: pre-conference, observation, post-conference)
- 3) Student growth measure

Beginning in the 2017-2018 school year, appraisal systems in Texas, whether the state-recommended system or a locally developed system, will be required to include a weighted measure of student growth at the individual teacher level.

Currently at BAE, a teacher-to-teacher observation system is being used to provide immediate and informed feedback to improve performance and increase skills.

Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:

The appraiser has a vital role in assessing teaching proficiency and ensuring that teachers and administrators derive reliable and meaningful information from the teacher evaluation process.

By providing evidence-based feedback on walkthroughs and formal observations, appraisers assist teachers and administrators in making decisions that support efforts to improve instructional quality and student performance. Teachers have input and monitor their own goals and growth throughout the year, with appraisers seeking to provide the support that teachers need to achieve their goals.

T-TESS is designed to utilize feedback contained within the rubric. After self-assessing on the rubric or receiving feedback from their appraiser, a teacher can identify practices in the performance levels above their current level of practice so they can utilize personalized professional development to make the necessary improvements.

Describe how the evaluation system was developed with teacher and principal involvement:

The T-TESS appraisal system was developed by a committee of teachers, administrators, and district leaders throughout the state of Texas.

Local decisions are made by the district administrative team, and are then presented to the district's Board of Trustees for approval.

At BAE, the Campus Leadership Team (Principal, Assistant Principal, four Teacher-Leaders, campus coach, counselor) provide guidance, feedback, and instruction to develop instructional leadership and build capacity at the campus level.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	<p>The following academic incentives are available in the plan included within this proposal:</p> <ul style="list-style-type: none"> ➤ <u>Overall (Campus) – Met Standards</u> \$ 1,000 – Teachers \$ 500 – All other staff ➤ <u>Individual Classrooms</u> <u>Math</u> – Comparing Beginning of Year data to End of Year data on benchmark tests (65% of students increased by one grade level) \$ 500 – Teachers <u>Reading</u> – Comparing Beginning of Year data to End of Year data on benchmark tests (65% of students increased by one grade level) \$ 500 – Teachers & Paraprofessionals ➤ <u>Index 4 Measures</u> For each student who receives advanced measures \$ 50 – Teachers
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	<p>The T-TESS appraisal system is utilized to provide personalized feedback, with a specific focus on goal-setting and growth.</p> <p>Other coaching personnel available to provide support to struggling teachers are:</p> <ul style="list-style-type: none"> • Campus Coach (all subjects) • ESC Region XII Coach (math) • District Bilingual/ESL Coach (all subjects) • District Coach (reading – housed on campus four days/week)
Describe the criteria established for educator removal:	<p>The process by which educator removal can occur is dependent on the terms of the contract. If the educator is in the probationary period (either in the first three years of teaching or the first year in the district), they can be removed based on the best interest of the district.</p> <p>If the educator is not under probationary status, a term contract must be offered. In order to remove them at this juncture, it would require a "termination for cause" judgment.</p>

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

NA

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:

NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.	<p>Waco ISD & EOAC HeadStart partner to provide two classrooms of all-day PreK. WISD & EOAC each provide instruction for three hours in each class per day.</p> <p>The classes are staffed by:</p> <ul style="list-style-type: none"> ▪ One FTE – WISD teacher ▪ One FTE – EOAC Lead Teacher ▪ Two FTEs – WISD literacy aides ▪ One FTE – EOAC aides (2) <p>The WISD teacher is bilingual (certificate, not yet "Highly Qualified") – the district will provide the required hours of Early Childhood coursework to allow the teacher to obtain HQ status in accordance with HB4 teacher qualifications.</p> <p>We are working from the updated Texas PreK Guidelines (Jan 2016).</p> <p>We meet the required child-to-staff ratio of 10:1 – there is a limit of 20 students per class, with at least two instructional adults in each class.</p> <p>Waco ISD employees are on the WISD pay scale. EOAC staff are not WISD employees.</p>
<p>Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program.</p> <p>If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.</p>	<p>WISD currently partners with EOAC, a community-based provider, in providing full-day PreK at the Brook Avenue campus to deliver all of the key components of the model.</p> <p>It is a requirement for participation that all students benefitting from the grant be enrolled at the eligible grantee campus (BAE). WISD confirms enrollment prior to attendance.</p>

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 14: High-quality preschool programming (continued)

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

Our PreK program implements the Early Learning Intervention Model in accordance with federal guidelines.

We utilize research-based programming and curriculum.

We are vertically aligned from one grade to the next, promoting academic content ranging across math & science, literacy & language; socio-emotional skills, self-regulation, and executive functions – as well as being aligned with Texas academic standards. We also provide educators time for joint planning across grade levels.

We specifically develop socio-emotional skills by using the Conscious Discipline program to integrate classroom management and socio-emotional skills.

We are enrolled in CLI Engage and connected with the TSR! PD & monitoring program aimed at school-readiness.

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

Our PreK program actively promotes the continuous use of student data (including formative, interim, & summative assessments) to inform and differentiate instruction to meet individual students' academic needs and increase school-readiness skills.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 15: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	NA
Indicate the number of existing staff rehired for work in the turnaround model implementation:	NA
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	NA
Indicate the number of new staff hired for work in the turnaround model implementation:	NA
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 16: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 17: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	NA
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	NA
<p>Name and describe the study/studies examined that support the efficacy of the model selected.</p> <p>Include information about the study's sample size and multi-site sampling.</p> <p>Include key findings showing impact on student achievement.</p> <p>Additionally, provide citations for the study publications.</p>	NA

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Statutory Requirement 19: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161914		Amendment # (for amendments only):
TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>improve the instructional program</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve the instructional program</i>. 		
Use Arial font, no smaller than 10 point.		
Critical Success Factor:	Improve the Instructional Program	
	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	<p><u>Need:</u> Additional Professional Learning Communities (PLC) opportunities; particularly with a focus on vertical planning.</p> <p><u>Intervention:</u> Expand Professional Learning Communities to include a dedicated time to vertical planning; offer twice every six weeks.</p>	<p><u>Schedule 7:</u> Substitute pay – Teachers participate in vertical planning (PLC)</p> <p><u>Schedule 7:</u> EDR Professional – Teacher PLC outside contract days/hours</p> <p><u>Schedule 7:</u> EDR Support Staff – As needed for extended PLC time</p>
2.	<p><u>Need:</u> Individualized job-embedded professional development plans for instructional staff aimed at targeting areas in need of improvement.</p> <p><u>Intervention:</u> Identify and offer training opportunities during the summer and throughout the school year through an individualized professional development plan designed to target areas in need of improvement.</p>	<p><u>Schedule 7:</u> Substitute pay – Teachers attend individualized PD</p> <p><u>Schedule 7:</u> EDR Professional – training outside normal contract days/hours</p> <p><u>Schedule 8:</u> Contract PD – Individualized plans drive teachers' selections</p> <p><u>Schedule 10:</u> Remaining: Travel – Employee(hotel-registration-mileage-per diem)</p>
3.	<p><u>Need:</u> Upgrade campus technology to offer students a legitimate 21st Century environment.</p> <p><u>Intervention:</u> Purchase iPads; allocate funds to ensure instructional staff are equipped to navigate a change to 1:1 instruction.</p>	<p><u>Schedule 7:</u> EDR Professional – Teachers train on 1:1 instructional technology</p> <p><u>Schedule 8:</u> Contract PD – Instructional technology for a 1:1 environment</p> <p><u>Schedule 8:</u> Contract Services – AppleCare protection (District policy for iPads)</p> <p><u>Schedule 9:</u> Technology Hardware – iPads (staff/students); keyboards (students)</p>
4.	<p><u>Need:</u> Fresh and innovative approaches to deliver instruction to students</p> <p><u>Intervention:</u> Facilitate the formation of an outside classroom for students to focus on core subject such, as math, science, and reading.</p>	<p><u>Schedule 9:</u> Remaining – General classroom supplies adapted for outdoors</p>

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161914		Amendment # (for amendments only):
TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>increase teacher quality</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase teacher quality</i>. Use Arial font, no smaller than 10 point.		
Critical Success Factor:	Increase Teacher Quality	
Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)	
1. Need: Expand opportunities to develop classroom management and data interpretation skills, as well as accelerate rigor in instruction. Intervention: Increase opportunities for ongoing job-embedded Professional Development throughout the school year and in the summer.	Schedule 7: RTI Coordinator – guide teachers in identification/accommodations Schedule 7: EDR pay – attend training outside normal contract days/hours Schedule 8: Contracted PD – Data Assessment; Behavior Management Schedule 10: Out-of State Travel – Conscious Discipline; Ron Clark Academy Schedule 10: Remaining: Travel – Employee (hotel-registration-mileage <i>per diem</i>)	
2. Need: Identify/implement an instructional approach that maximizes teachers' effectiveness and minimizes potential behavior disruptions. Intervention: Provide instructional intervention (through additional staff) for identified students in subpopulations in need of additional assistance.	Schedule 7: Bilingual/ESL Interventionist – provides guidance; models high-quality, creative interventions Schedule 7: Advanced Academics Interventionist – provides guidance regarding differentiating instruction; trains staff on proper student identification	
3. Need: Same as #2 Intervention: Provide support related to RTI Tier 2 & 3 students; establish and monitor documentation; assist teacher with comprehension and application of interventions and accommodations.	Schedule 7: RTI Coordinator – guide teachers on identification/accommodations	
4. Need: Enhance morale and instill campus loyalty; increase teacher retention. Intervention: Offer financial incentives for longevity and for academic improvement.	Schedule 7: Incentive pay – longevity and academic progress	

Specific budget amounts listed in the budget schedules

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161914		Amendment # (for amendments only):
TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>increase leadership effectiveness</i> in order to achieve increased academic performance. Provide a <u>description</u> of grant costs named in the Budget Schedules, indicating how costs will support the intervention to <i>increase leadership effectiveness</i>. Use Arial font, no smaller than 10 point.		
Critical Success Factor:	Increase Leadership Effectiveness	
	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	<p>Need: Expand opportunities to enhance and develop leadership skills for the Campus Leadership Team.</p> <p>Intervention: Increase opportunities for Professional Development both during the summer and throughout the school year.</p>	<p>Schedule 7: EDR pay for attending training outside normal contract days/hours</p> <p>Schedule 8: Contracted PD – Data Assessment; Behavior Management</p> <p>Schedule 10: Out-of State Travel – Conscious Discipline; Ron Clark Academy</p> <p>Schedule 10: Remaining: Travel – Employee(hotel-registration-mileage <i>per diem</i>)</p>
2.	<p>Need: Same as #1</p> <p>Intervention: Provide Individualized Professional Development plans allow for career growth in targeted areas.</p>	<p>Schedule 7: EDR pay for attending training outside normal work hours</p> <p>Schedule 8: Contracted PD</p> <p>Schedule 10: Remaining: Travel-Employee (hotel-registration-mileage <i>per diem</i>)</p>
3.	<p>Need: Same as #1.</p> <p>Intervention: Equip teachers with materials/tools to videotape lessons; devise a process to use videos as PD.</p>	<p>Schedule 9: Technology Hardware – Videotaping equipment</p> <p>Schedule 9: Remaining – Supplies to support videotaping</p>
4.	<p>Need: Increase financial incentives for staff to remain at a fifth-year IR campus</p> <p>Intervention: Develop and offer a tiered financial incentive plan that increases with each year of tenure.</p>	<p>Schedule 7: Incentives for longevity</p>

Specific budget amounts listed in the budget schedules

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161914

Amendment # (for amendments only):

TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase use of quality data* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase use of quality data*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Use of Quality Data to Inform Instruction

Planned Intervention

Description of Grant Costs to Support Intervention (Budget Narrative)

Need: Strengthen program evaluation of Early Learning Intervention Model to ensure the continuous improvement process is effective.

Schedule 7: Instructional Data/Evaluation Specialist – supports teachers

1. Intervention: Hire an Instructional Data/Evaluation Specialist to focus on gathering, compiling, interpreting, and producing data reports.

Need: Additional Professional Development opportunities for data interpretation and adjusting instructional methods.

Schedule 7: EDR Professional – attend training outside contracts days/hours
Schedule 8: Contract Services – Data Interpretation
Schedule 10: Remaining – Travel – (hotel, registration, per diem, mileage)

2. Intervention: Provide opportunities throughout the school year and during the summer for teachers to attend training for data interpretation.

Need: Additional Professional Learning Communities to discuss data and make instructional adjustments accordingly.

Schedule 7: EDR Professional – attend training outside contracts days/hours

3. Intervention: Offer PLC time outside contracted day/hours with financial reimbursement through EDRs.

NA

NA

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2016–2020 Texas Title I Priority Schools (TTIPS). Cycle 5

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 161914	Amendment # (for amendments only):
TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.	
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>increase learning time</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase learning time</i>. 	
Use Arial font, no smaller than 10 point.	
Critical Success Factor:	Increase Learning Time
Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1. <u>Need</u> additional learning time for students to close the learning gap; this time needs to be high quality, consistent, predictable, and creative. <u>Intervention:</u> Establish a quality Afterschool program replicating the researched, evidence-based Texas ACE model and aligns with the school day curriculum.	<u>Schedule 7:</u> AS/Summer Manager, AS Workers, Benefits <u>Schedule 8:</u> Contracted Services: Afterschool Programming, Transportation Technology – Afterschool Computer Lab, Remaining-Supplies <u>Schedule 9:</u> Educational Field Trips – Entrance costs
2. <u>Need:</u> Same need identified above. <u>Intervention:</u> Within the AS program, plan for tutoring that targets specific needs and is individualized for the student; ensure qualified staff are hired to work with students (i.e., teachers).	<u>Schedule 7:</u> Professional EDRs, Fringe Benefits <u>Schedule 9:</u> Remaining-Supplies (paper, pens, pencils, etc.)
3. <u>Need:</u> Same need identified above. <u>Intervention:</u> Establish a Summer Enrichment program to minimize the loss of student progress over a typical summer break.	<u>Schedule 7:</u> Afterschool Manager, Afterschool Workers, Fringe Benefits <u>Schedule 8:</u> Contracted Services: Summer Programming, Transportation Remaining-Supplies <u>Schedule 9:</u> Educational Field Trips – Entrance costs (if applicable)
4. NA	NA

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Schedule #17—Responses to TEA Program Requirements		
County-district number or vendor ID: 161914	Amendment # (for amendments only):	
TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> List the key <u>interventions</u> the campus will implement to <i>increase parent/community engagement</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention for <i>parent/community engagement</i>. 		
Use Arial font, no smaller than 10 point.		
Critical Success Factor:	Increase Parent/Community Engagement	
Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)	
1. <u>Need:</u> Increased efforts aimed at promoting opportunities for parents/families to engage in their child/children's education. <u>Intervention:</u> Hire a Family Engagement Specialist.	<u>Schedule 7:</u> Family Engagement Specialist, Benefits <u>Schedule 7:</u> Family Engagement Specialist, Benefits <u>Schedule 9:</u> Remaining – Supplies	
2. <u>Need:</u> Same as #1 <u>Intervention:</u> Family Engagement Specialist – Develop opportunities for parents/families to participate in off-campus learning activities (Mayborn, Cameron Park Zoo).	<u>Schedule 7:</u> Family Engagement Specialist, Benefits <u>Schedule 9:</u> Remaining – Supplies	
3. <u>Need:</u> Access to a broader array of comprehensive services for students and families. <u>Intervention:</u> Family Engagement Specialist – Develop a parent/family resources center and facilitate referrals as needed.	<u>Schedule 7:</u> Family Engagement Specialist, Benefits <u>Schedule 9:</u> Remaining – Supplies	
4. NA	NA	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 161914		Amendment # (for amendments only):	
TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.			
<ul style="list-style-type: none"> List the <u>key interventions</u> the campus will implement to <i>improve school climate</i> in order to achieve increased academic performance. Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve school climate</i>. 			
Use Arial font, no smaller than 10 point.			
Critical Success Factor:	Improve School Climate		
Planned Intervention		Description of Grant Costs to Support Intervention (Budget Narrative)	
1.	<u>Need:</u> Increase opportunities for students to experience Project-Based Learning. <u>Intervention:</u> Establish an outdoor classroom.	<u>Schedule 9:</u> Remaining – Supplies	
2.	<u>Need:</u> Same as #1 <u>Intervention:</u> Purchase Project-Based Learning materials – (like MakerSpace).	<u>Schedule 9:</u> Remaining – Supplies	
3.	<u>Need:</u> Provide innovative learning environments. <u>Intervention:</u> Purchase Flexible Seating (bouncy ball, stools, etc.).	<u>Schedule 9:</u> Remaining – Supplies	
4.	<u>Need:</u> Provide additional support to students who lack appropriate social and emotional skills to function in the classroom. <u>Intervention:</u> Purchase Social & Emotional Learning kits.	<u>Schedule 9:</u> Remaining – Supplies	
5.	NA	NA	

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 161914		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161914

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161914

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161914

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161914

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161914

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 161914

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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